

SEGUE

THE OFFICIAL PUBLICATION OF THE ARKANSAS MUSIC EDUCATORS ASSOCIATION
A FEDERATED STATE ASSOCIATION OF THE NATIONAL ASSOCIATION FOR MUSIC EDUCATION

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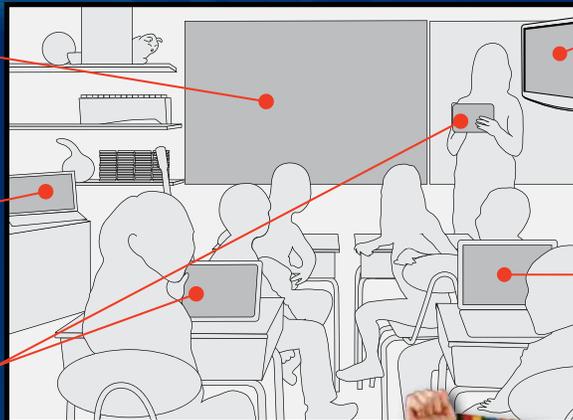
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President's Note

By Paige Rose



Only five years had passed when I first read June Hinckley's 1999 Testimony to Congress. I still remember the opening lines... "Mr. Chairman and members of the Subcommittee, I am June Hinckley, president of MENC: The National Association for Music Education, which represents over 70,000 music educators across the country."

There is always something magical in that moment where a person stands, poised to deliver the voice of thousands to those who we hope will not just hear, but also listen. In her short speech, Hinckley delivered points from A Statement of Principles on the Value of Arts Education, which was endorsed by major professional education associations, and nine million teachers, parents, administrators, and school board members. Points included beliefs that every student should have an education inclusive of the arts, that the arts should be considered a core academic subject, they should be taught by arts education specialists, the curriculum should be sequential and grounded in rigorous instruction, and that there should be meaningful assessment of students and programs. Hinckley backed these points with research, like the line of research that NAFME has shared on facebook throughout Music in our Schools Month.

Today, we know that music has been linked to higher test scores, better

memory, and stronger connections to other subjects. On the 2012 SAT, students who participated in music scored an average of 31 points above average in reading, 23 points above average in math, and 31 points above average in writing (College Board SAT, 2012). Results of 30 combined studies indicate a significant link between music and reading skills (Standley, 2008). But it's more than academics. Parents, teachers, and administrators...even children report that music teaches teamwork, acceptance, dedication.

The arts keep our students engaged, and retention rates rise when arts are at the center of a child's life. But it's more than commitment. It's about health and vitality. Students who participate in music groups score significantly higher than their peers on measures of social functioning, including talking more with parents and teachers (Broh, 2002). And we know that kids who talk to parents, peers, and teachers are more likely to feel safe, accepted, and supported. But it's more than communication. It's health and vitality. Music helps us resist memory loss, promotes good mental health, and helps us stay active for life-long learning in music.

Here in Arkansas, we have been able to enjoy much of what Hinckley outlined as optimal music instruction, and doubtlessly, we have seen many of these reported correlations and benefits. Aside from the research though, we as music teachers also see the connection between music and so many other far-reaching issues. Teachers witness students grow into adults who will sing in choirs, play in community bands, listen to symphonies, and support the arts. We

see the students with developmental issues find their "voices" in our classes, and we see the children whose safe haven is in the band or choir room. Like many of you, I get facebook messages from former students who are now music educators or proud band booster parents. I still see the sousaphone player who was barely five foot in height, but whose dedication made him appear taller than anyone on the field...and I know that he stood just as tall on a very different field before falling to a suicide bomber. The character, teamwork, dedication and acceptance developed in our music classes may defy frameworks and assessments; yet, we sense its impact in ways that are immeasurable. From the most public political venue in our nation to the most personal memories that a teacher holds, we celebrate music education for so many reasons, not the least of which is its value as a musical art.

Almost 15 years after Hinckley's Congressional address, we still have some of the same challenges. She called on Congress to reauthorize ESEA, to reinforce arts as core curriculum, to provide funding for programs, and to close loopholes that would allow after school programs to replace in-school arts courses. How familiar these "asks" still are. Today, NAFME continues to lobby at the national level for ESEA and arts funding issues, while a successful

ArkMEA campaign recently stifled a threatening state Senate bill. There are other proposals that loom in the legislature, and while they attempt to solve some issues, they fall short of completely closing loopholes and protecting all programs. As music educators, we all make a difference



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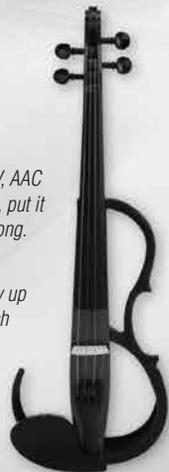
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in legislation by continuing to stay informed of all sides and working together as an extension of the extra-musical lessons of teamwork and dedication we learned in music. Leaders of all of our state arts organizations have come together in the newly formed Arkansas Arts Consortium. Originally created to work on teacher evaluation, this group will formulate a specific draft inclusive of viewpoints from all levels, geographic areas, and types of music instruction.

Legislation takes place in very high places, and like a spring storm, it can shower down on so much that is personal to us. We have upheld high arts standards in the state of Arkansas, and we must continue to take our place in schools, knowing that we teach a subject that demands sequential curriculum and ensures student

growth. We should advocate our unique blend of the cognitive, psychomotor, and affective domains, and we should always celebrate the memories that render our profession priceless and our students diverse. While we have some lightening bolts of national and state legislation, we will continue to hold to the fair weather forecast of arts instruction in our Arkansas schools...a luxury unknown to many states and a hope once expressed to Congress.

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College Board SAT. (2012). *College-Bound Seniors: Total Group Profile Report*.

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Editors Notes Dale Misenhelter



With the continuing emphasis in schools regarding testing and related teacher accountability, policy makers seem to assume some things that, with a tad more mental discipline, may prove to be unfounded assumptions.

Conspicuously absent yet rather fundamental to basic scientific inquiry is the “null” hypothesis, which employs the technique of initially (hypothetically) suggesting no difference between entities being examined. This then allows for the rejection of the “no differences” theory (thus the use of the term null) -- the rationale being that it’s more logical to disprove than it is to “prove” something. I hope you’ll stay with me just a little longer on this.

The larger point in the world of testing is that it seems that there’s no attempt to disprove that all students will somehow end up being the same (no difference). Thus, apparently they’ll know all the same facts and achieve the same testing results, all based on the same classroom experiences. As well, it’s assumed for testing that classrooms and teachers are much the same – even though we all know that every class is different - every subject, every school, every resource base, community, and work environment.

Regarding individual students, test “experts” and their cheerleaders continue to ignore the common sense that has forever demonstrated that kids have vastly disparate interests, abilities, and backgrounds. Of course it doesn’t really require a highly controlled study to recognize that, does it? As in the mythical Lake Wobegon, they’re looking for the place where all students will be above average.

If you think about this more than just a little, circumstances where the ridiculousness of assuming “there will be no differences” are obvious to

almost any teacher, and some examples of likely differences come to mind:

- schools in urban as compared to rural locations, or larger as compared to smaller schools, or wealthier as compared to poorer communities.
- students in larger classes as compared to smaller classes, or remedial as compared to advanced, or students in high percentage ESL classes ...
- students who come from homes where no books are present, or who come to school hungry, or for whom nobody is there when they get home.

That’s a ridiculously incomplete list, and yes, many students do rise to the challenges despite less than ideal circumstances (and indeed some from advantaged backgrounds do less well, it’s true). As in my quick examples, generalizing is rarely helpful, and it seems few things are generalized as commonly, visibly, and unproductively as big time testing.



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DIANE RAVITCH

Keynote Address to the New York State School Music Association Conference on November 30, 2012 in Rochester, NY.

Diane Silvers Ravitch is a historian of education, an educational policy analyst, and a research professor at New York University's Steinhardt School of Culture, Education, and Human Development. Previously, she was a U.S. Assistant Secretary of Education.

“Thank you so much. If I could sing I would start by singing, ‘thank you for the music.’ Thank you for bringing it to all of us. But, since I can’t sing I’m going to just mention that outside the elevator just a while ago I ran into a large group of students getting ready to perform and I saw the excitement and the joy and the anticipatory set on their faces and, I thought about how would they look; how would they feel if instead about being ready to play music, they were about to take the state test? They have music joy instead of test anxiety and I was reminded of that as we go through life, and we get older, there’s that recurrent dream; the dream about the test you were taking and you forgot to study and, I can tell you that I’m seventy-four years old and I can never get rid of that dream. It’s frightening.

Well, over these past three years now, since my last book came out, I’ve been travelling the nation and talking to teachers, administrators, school boards and parent groups and almost everywhere I go when there is almost any entertainment at all, or any kind of diversion, people like to show off by bringing in students who [perform] music. In Washington State last fall I heard a wonderful jazz choral group. In Virginia a few months ago I heard a beautiful student orchestra and, when I spoke at the NYS School Boards Association, there was a large and fabulous student chorus. It says something, doesn’t it? When people want to show off what they’re doing, they use music and they bring

their students in to [perform] and make music. But, the only thing the government wants to know is, what are your test scores?

Our federal and state education policies have become devoted to only one aspect of our being and, they’re hostile to what matters most to us as humans. As humans, we have the need to express ourselves: we need to move and to sing, and to sing and dance in groups, to do and to write, and to make art in all sorts of forms; to find expressions both verbal and non-verbal. To show what we think and what we feel and just to express joy in making art, doing art, experiencing art. This is part of human nature. We know this about every culture and every civilization: it is a source of joy. It is a source of learning. It is a source of self-expression, of insight, a way of finding meaning in our lives. It [the arts] is fundamental to human nature. The arts (and, I need not tell you this), the arts and music nourish our soul and music is of course, a universal language. It’s the language in which we can all communicate across barriers of time and culture and space. Through music, we can live in any century. We can live in any land. What a gift to be able to share it [music]! What a gift to be able to teach it and, to learn it! How lucky you all are to be music teachers!

Current trends in education policy in this country however, are threatening to the arts: they threaten childhood, they threaten public education, they threaten music, they threaten the arts, and frankly, they threaten our souls.

To save money there are many states that have started mandating online courses and many of them are

encouraging the growth of ‘virtual schools.’ It’s a way of saving money so that one teacher can monitor 100 or 200 screens. Students in ‘virtual schools’ sit at home in front of a computer. They do not interact with other students or teachers. They do not have the opportunity to express or experience the joy of performance. The corporations that sell these online services are very profitable and they often expand by making campaign contributions to elected officials. What we do know however, is that these ‘virtual schools,’ wherever they are and, they are spreading across the country: give very poor results whether one looks at test scores or graduation rates or, attrition rates. It turns out to be very hard to motivate students when they look at a blinking screen instead of looking into the eyes of a teacher. To save money, many districts now are cutting back or, eliminating the arts. I went to GOOGLE this morning and I put in: ‘eliminate the arts, elementary schools’ and I got forty-eight million hits. The hits were led by Toledo and Los Angeles. Los Angeles, of all places ... where the arts are so central to the culture of that city. So, how did we get to this place in our history? Why are the arts which are so basic to our development as human beings first on the table when it comes to cutting the budget? There are so many incredibly talented people in this country that are found in every community: in all sizes, in all shapes and, in all places. There are many young people who will never be professional artists; will never be performers but, they need the joy of the arts; the opportunity to release their spirit, through song, dance, and creative expression. Yet, many of them will not have that opportunity to develop their talents.

We could go back a century or more and, look at the utilitarian aims that have been put on the schools. We could go back to the split between those who wanted schools to be purely for academics and college preparation and, those who wanted

schools to be completely vocational: to prepare for factory work, for farm labor. We would notice if we did, that the arts got lost in that particular 'tug of war.' We could look back to the Cold War; to Sputnik and, the 1950s when we focused all of our energies on beating the Soviets. That's when Congress passed the National Defense Education Act to promote the S.T.E.M. subjects of science, mathematics, and engineering. No one said much about beating the Soviets in the arts. Although, that would have been pretty silly because cultural exchange is about understanding; it's not about competition, it's not about winning a race.

We don't race to the top in the arts, although probably we should.

We have to wonder why? Why did the arts continue to take a back seat to S.T.E.M. subjects and frankly, to almost everything else? We could usefully start our inquiry a generation ago in the 1980s when economic anxieties reached a fever pitch. Our leaders were sure that the Japanese were beating us and taking away our markets so, they talked a lot about global competitiveness and as usual they blamed the public schools for the rise of Japan's economy. We lost the automobile industry because of our public schools. That's when the accountability movement took root in a report called, "The Nation at Risk" and, the governors began to demand accountability and results and, by results, they meant that they wanted higher test scores. They said, 'we are preparing global competitors.' This is what you hear to this day, the same mantra: 'we are preparing global competitors.' I look at my grandchildren and I say, 'No, they're not global competitors, they're children.' We are preparing citizens. We are preparing human beings to live a full life. If they want to compete

globally that's fine but, that's their business, it's not mine.

When the politicians start measuring schools by their test scores and, by making test scores the be all and end all of school success, you can be sure that the arts will be left behind because you are not producing those hard numbers and the data that they so love. Beginning in the late 1980s, various states said that they wanted higher test scores; they wanted results, they wanted accountability. In 1990, President George H.W. Bush convened a national education summit. They brought together all the governors and the summit produced six national goals. In one of those national goals the governor's promise was that: American students would be first in the world in math and science by the year 2000; the high school graduation rate would be 90%; and, all children would arrive in school ready to learn. None of these national goals was met by the year 2000. But, you notice that being first in the world in the arts was not one of the national goals. We probably already were first in the world in the arts but, we didn't have a way of measuring it therefore, it didn't matter.

Our leaders outsourced manufacturing to other countries and simultaneously worried that we were losing our dominance in the global economy. With seismic economic changes underway, they redoubled their critique of the public schools as somehow bearing the responsibility for the outsourcing that they had done. More states required students to take standardized tests so that they could compare their students and schools to those in other states and the race was on: everybody wanted to be first. When George W. Bush ran for president in the year 2000, he said that there had been a miracle in Texas. He said that Texas tested every student in reading and math every year, published the results and that consequently, wonderful things happened. Test scores went up, graduation rates went up, the drop-out

rate went down, and the achievement gap began closing. Of course, he didn't mention the arts. After he [George W. Bush] won the presidency, Congress liked that story and so they passed No Child Left Behind. That was ten years ago. It was signed into law on January 8th 2002 ... a day that will live in infamy. So now, for the past ten years, we've had a federal law that says that every student in every school must be proficient by the year 2014 or the school will suffer a series of escalating sanctions. The ultimate sanction, if you don't meet that goal year after year is that the school may be closed, it may be turned into a charter school, the entire staff will be fired, and/or it may be taken over by the state. Not one of these remedies had any evidence behind it. It still doesn't after ten years. But, more importantly we now know that, there was no Texas miracle. We know now that it was just a tall tale. I'm from Texas, I know about tall tales. It's a tall tale. It was just made up to win votes. Its purpose was to present George W. Bush as a compassionate conservative who knew how to fix education without having to spend any more money; just spending money on testing.

But, we know now that Texas was nowhere near the top of the national assessment of educational progress. It was a typical campaign boast that was treated as fact and now the entire nation is stuck with this disastrous regime of measure and punish. Now, you have to understand that 100% proficiency is an impossible goal. There is no nation in the world in which 100% of students have achieved proficiency in math and English. No state in this nation will achieve 100% proficiency. More than half of all the public schools in this country have been stigmatized as failing schools by NCLB standards. In Massachusetts which is the highest performing state in the nation more than 80% of the schools in Massachusetts are officially failing schools (and, that's the highest performing state). In Illinois, the best

high school in the state by common agreement is New Trier High School. It's a failing school because its special ed students are not on track to be 100% proficient.

By the year 2014 (which is right around the corner), if that law doesn't get changed, close to 100% of our nation's public schools will be considered, failing schools. Now, Congress in its wisdom did something that no other legislature in the world has ever done: it passed a law that was guaranteed to declare all the schools in the country failures. But of course, if you wanted to look at the source of school reform, why in the world would you look to Congress, anyway?

So, it's part of the problem that we have is politicians meddling where they really don't know what they're doing. It would be as if they were to tell surgeons how to operate and how to reform medicine. Or, my favorite analogy would be: if they pass a law saying that every city in America should be crime-free by a certain year and that's a good goal. Who would disagree that they wouldn't want a crime-free city? Then by the time that year rolls around, if the city is not crime-free, you start closing down police departments. Then, you take the policemen's badges away and give them to anyone who wants them. You might then create an organization of young kids called, 'Cops for America.' No training necessary.

Now, as I said, none of the sanctions imposed by this law has a shred of evidence, research, or experience to support them. The state takeovers do not lead to school improvement. If they did we would see the best schools in the world in the impoverished cities of New Jersey, but, we don't. The state education department knows less about how to run a school than local school districts do. Turning the school into a charter school is no guarantee that it will improve unless it uses its new regulatory freedom to kick out the low performing students; that

is a guaranteed formula for success. Closing the school certainly doesn't improve it. These are of course, horrible sanctions for those who work in the school that is allegedly failing. Our leaders say that a school with low test scores is a failing school. They don't understand.

A school can have low test scores and yet still have hard working, excellent, dedicated teachers and good leadership working tirelessly to help the neediest students in the poorest communities. These educators need help, not punishment.

They need extra resources, extra hands. They need support. The usual reason for school failure is that the special education students are not able to reach 'proficient' on the state test. Or, the English language learners got low scores on the English language test. Or, the school was serving an impoverished neighborhood where crime and unemployment weigh heavily on children and, on families, and on the community. In the eyes of the federal government and in the view of people who are calling themselves reformers, all of these are simply excuses for bad teachers and, bad schools. So, they shed no tears as beloved public schools are forced to close their doors and are replaced by privately managed charter schools where kids have to apply to get into the neighborhood school. To avoid this ultimate penalty of closure, teachers and principals realize that the only thing that matters to their survival are the test scores in reading and mathematics. Many districts in states realize that they have to invest more money and more time in test preparation. States have to spend millions of dollars, and in some cases,

hundreds of millions of dollars on assessments, even as the budget for teachers and instruction has been steady or has been reduced. Students now spend weeks even before the real tests come along getting ready to take the real state test and learning how to answer multiple-choice questions. They take practice tests. They learn how to find the main idea of a paragraph. They learn to answer a question by restating the question as their topic sentence.

The arts become expendable because the arts, don't count! If a school can't produce the reading and math scores to satisfy NCLB then it hardly matters if it has a glee club, or a chorus, or a marching band, or an orchestra. Reading and math count. Music doesn't count. Nor does joy in learning. You can't measure it. When you don't count in a world of accountability, you don't matter. When Barack Obama was elected president many hoped that the NCLB regime would finally end. But, the love affair with measurement unfortunately, is an addiction. Neither this administration, nor this Congress, knows how to break the addiction or, how to think about education absent test scores. So, the Obama administration offered up its Race To The Top, which turns out to be, NCLB 2.0.

Where as NCLB holds schools accountable, Race To The Top holds schools and teachers accountable. The Obama administration received \$5 billion as part of the stimulus package in 2009 which it used to create Race To The Top. Race To The Top was designed as a competition for which the states had to agree to do certain things if they wanted to be eligible to get some of that money that they desperately needed at a time of economic crisis. Race To The Top enabled the administration to claim that the states were acting voluntarily. But, the U.S. Department of Education decided unilaterally what the states had to do to win that funding. But the states applied, so they were acting

voluntarily. President Obama likes to say that it was a, “bottom-up competition.” I don’t know in what sense that it’s a bottom-up except that somebody had to apply to get money and agree to do things that they didn’t want to do. They had to lift the limits on charter schools; which has set off a frenzy of privatization. They had to agree to evaluate their teachers based on the test scores of their students; which intensified the pressure to, ‘teach to the test’ (which is frankly, unprofessional). They had to agree to build data systems, which would track students and focus more attention on what could be measured. They had to agree to transform low-performing schools; which usually meant firing the staff and closing the school whose test scores were too low. This is euphemistically called, “a turnaround.” Now, I think of a turnaround as something like a dance around a maypole. You know, you kind of throw rose petals around and you do a turnaround. In this case, a turnaround means that you fire everybody. It’s not a very pleasant scene. The states had to agree that if they wanted to get some of this money to implement some college and career-ready standards which of course everyone understood were the Common Core state standards in reading and math.

Now, the Common Core standards are also described as being developed from the bottom – up, and totally voluntarily. No one has to adopt them but somehow, 46 states have! Almost, overnight. They were developed by two groups and funded by The Gates Foundation, evaluated by The Gates Foundation, disseminated by The Gates Foundation, and etc., and so forth. The problem with the Common Core state standards is this: they’ve never been field-tested. No one knows what effect they will have. No one knows. We hear all this talk that they are going to be rigorous, rigorous, rigorous, and that this is going to improve education because we’re so concerned about the quality of our

schools so, we’re going to make them harder. If you can’t jump over the 4’ pole, we’re going to raise it to 6’ and see how you do.

So, the Common Core state standards might be good for some kids, might be bad for others. The first test of them came in Kentucky; which released test scores just a couple of weeks ago. Scores dropped across the state by about a third and the achievement gaps widened. The promulgators of the Common Core standards stated, “that’s exactly what we were hoping for.” I guess you have to have an answer like that ready, right? If the scores went up they’d be happy, if the scores went down they’d also be happy.

So, NCLB and Race To The Top are obviously kissing cousins. They both operate under the assumption that both teachers and principals must be incentivized with carrots and sticks. The carrots turn out to be merit pay based on test scores and the sticks are everything else: the fear of being stigmatized, the fear of being fired, the fear of having your school closed. Over the past few years as I’ve traveled around I have probably talked to well over 100,000 teachers. I have to tell you: the demoralization is profound and, it’s because of these two programs. Teachers feel disrespected and they should, because these programs disrespect them and diminish their status as professionals. Teachers are being treated as functionaries. they’re being treated as testing technicians and, as mercenaries who will work harder if there is more cash on the table. The 2012 Met Life survey which came out earlier this year (Met Life does a survey of teachers every year) says that the level of teacher demoralization is the highest that it has been in over 2 decades. It also said that about a third of teachers (about 29%) said that they were thinking of quitting because of all this test pressure. That’s one million teachers. That would be catastrophic. You would think that Washington would notice.

So, where does arts education fit into this ‘new scheme?’

The answer is, it doesn’t! Schools may have a great arts program but, it won’t help the school get more funding in the Race to the Top. Apparently, there is no room at the top for people who teach music and the other arts. Frankly, I don’t even know what the top is. Where is the top? What does this mean in education? Is it who is going to get the highest test scores or, who is going to reach 100 percent proficiency the soonest? Why are we racing there?

You see, part of the fallacy of Race to the Top is that its ideas, like the ideas of No Child Left Behind, come from people who are not educators; particularly people in Wall Street, people in the high tech world and, they live in a world where things change overnight. They live in a world where you make the right bets (particularly hedge fund managers who are heavily, heavily behind the charter school movement). You can hardly find a charter school certainly in New York City without at least one, if not two or three hedge fund managers sitting on the board. There’s an organization called Democrats for Educational Reform which puts big money into political campaigns to elect charter supporters. In their life they can make a bet and make millions of dollars overnight. The world can change for them overnight. The same with the high tech industry: a new app can change everything. They don’t understand education. Can you teach a child to play a musical instrument overnight? No, you can’t. Can you learn mathematics overnight? Maybe one problem but, you can’t learn mathematics except by constant, steady, persistent struggle. Application. It’s the same with music, the same with anything that’s worth learning. It’s an incremental and, developmental

process. The people from these worlds don't understand it. Yet, they are today having an inordinate amount of influence over education policy.

The thing about a Race to the Top is: races have few winners and a lot of losers. You have never, ever seen a race where everyone won. Yet, our philosophy our goal is supposed to be equality of educational opportunity. That is not a race, it's the opposite of a race. We're heading towards this market-based system in which we have winners and losers because of these two programs, No Child Left Behind and Race to the Top. It's a punitive regime of testing accountability, punishment, closing schools, opening schools and breaking up communities and long held loyalties to the neighborhood school. The most obnoxious element of the Race to the Top is the requirement that teachers be evaluated by the test scores of their students. Many though not all economists think that this is just a great idea because after all, the test scores are the only real and hard data by which to measure the quality of education. They [the economists] believe that a good school has high scores and, a bad school has low scores. An effective teacher, they think, can produce higher test scores every year. An ineffective teacher can't do that. That's what they think. The testing 'experts' know that the economists are wrong. What an overwhelming majority of testing experts say is test scores reflect whom you teach, not whether you're a good, effective teacher. Those who teach children who are English language learners will get small test score gains and, they will appear to be ineffective. Those who teach children with disabilities are not likely to get big test score gains and, will appear ineffective. Those who teach in the most difficult and toughest neighborhoods are likely to appear to be ineffective teachers. The test scores and the gains on the tests reflect the demography of the students, not the quality of the teachers. The same is

true, by the way, for teachers of gifted children. The kids are already at the top, they can't go any higher and so, the teachers of gifted students will look like bad teachers by the measures that are now being used by NY State. Thus, the so-called 'failing schools' are overwhelmingly concentrated in poor neighborhoods and, the so-called 'successful schools' are unsurprisingly concentrated in affluent neighborhoods.

But, what does it mean to evaluate teachers by their students' test scores? What will happen when 40% or, in some states, 50% of a teacher's evaluation is tied to the rise or the fall of student scores? It means that the teachers must teach to the test or, risk being fired. When President Obama said, as he did in one of his State of the Union addresses that he wants teachers to stop teaching to the test, even as he promotes Race to the Top, he's sending a double message. It's an inconsistent message. When he says that he wants the best teachers rewarded, what he really means is that these are the teachers who get the highest test scores. So, how are you going to stop teaching to the test if you're going to be rewarded or punished based on test scores? When he [President Obama] says that the other teachers should be replaced or, as he says, the ones who are not getting the job done, he means the ones whose students get the low scores. So, the real message is teach to the test or, risk losing your job.

The irony of this testing regime is that most teachers don't teach tested subjects. You don't teach a tested subject. You will be soon, though! Only reading and math count and, only reading and math are included in the Common Core standards. So, what does this mean for music teachers?

Well, in a way you're fortunate because if they devise a test to be administered at the beginning of the semester for a student who has never played an instrument, they know nothing! At the end of the semester, they're bound to know something! You

will definitely get a 'gain' ... you're in great shape!

I recently heard from a Latin teacher and she said, "I'm in the best of all possible positions. When the students start with me they know no Latin. At the end of the year they know some Latin and besides which, the examiner doesn't know any Latin!" "Well, there are some states and some districts that intend to create tests for literally for everything that is taught. A school district in North Carolina plans to develop 52 new tests covering every subject taught in the schools. There are other places. States like Tennessee that are evaluating teachers by having them choose to identify with one of the tested subjects. It's like flipping a coin: you can be evaluated by the rise or fall of the math scores or, the English scores. Which one do you choose and, I hope you guessed right? This is crazy! If you choose math and the math scores go down, you as a music teacher get a bad rating even though you didn't teach the math but, so what? You're being evaluated by somebody else's work. This is nuts.

So, what about those districts that plan to test the arts so they can evaluate arts teachers? How will the arts be tested? What kind of standardized and objective tests will be developed for music, dance and the other arts? Last year, a journalist named Dana Goldstein went to visit a school in Colorado where the state is piloting new tests for the arts and this is what she wrote:

On exam day in Sabina Trombetta's Colorado Springs first-grade art class, the 6-year-olds were shown a slide of Picasso's "Weeping Woman," a 1937 cubist portrait of the artist's lover, Dora Maar, with tears streaming down her face. It is painted in vibrant -- almost neon -- greens, bluish purples, and yellows. Explaining the painting, Picasso once said, "Women are suffering machines."

The test asked the first-graders to look at "Weeping Woman" and "write

three colors Picasso used to show feeling or emotion.” (Acceptable answers: blue, green, purple, and yellow.) Another question asked, “In each box below, draw three different shapes that Picasso used to show feeling or emotion.” (Acceptable drawings: triangles, ovals, and rectangles.) A separate section of the exam asked students to write a full paragraph about a Matisse painting.

This first grade teacher had been teaching for 10 years and she told the journalist that she had rather been giving the children “glue sticks and finger paints.” But, she did have to prepare them for the state test in fine arts. Her students will be taking 7 paper and pencil tests but, the children are actually not the ones being evaluated. The purpose of these the test is to evaluate the teacher. They’re taking all those tests just to evaluate their teacher. The state of Colorado is developing tests for art, music, physical education: everything that will be taught so that they can evaluate teachers. The students will have 25 days devoted to test taking. The presumption of this testing is that the state will be able to weed out all the teachers who can’t produce higher test scores and, at the end of the weeding process all the teachers that are left over will be ‘great teachers.’ This is part of the reform theology that if you just keep firing the bottom teachers eventually you’ll be left only with great teachers. It’s so stupid I can’t fathom it. If you think about it, that you’re in a profession and you have economists saying fire the bottom 5% and then, fire the bottom 5%. At some point they must realize that they’re creating a massive demoralization because there’s such an arbitrary quality to the firing. In what other profession is the systematic weeding going on and, what does it do to the profession itself to know that there is Sword of Damocles over everyone’s head? You would think that people would figure this out but, there are still so called reformers who, believe it.

You have to understand that what we’re doing with the test-based evaluation of teachers is something that no other nation in the world is doing. We are leading the world in this madness. This exercise that I just described to you shows clearly, a lack of judgment of what first graders should be doing as well as a lack of respect for artists and for their work, as well as a lack of respect for teachers. It has nothing to do with art appreciation but, exists only as a vary shoddy way to evaluate the teacher.

So, how will music teachers be assessed? Here’s a scenario written by my friend, Carol Burris, the principal of south Side High School in Rockville Centre on Long Island. Carol Burris says that every school district is supposed to create Student Learning Objectives to measure teacher quality. Her school has a band and the teacher has 100 students. The students must be tested at the beginning of the year and again, at the end of the year. Every student must be rated on a scale of 1 to 4 but, the band teacher can’t give the rating because he has a vested interest. So, she says that maybe the choral teacher can give the band assessment and the band director can give the choral assessment to the chorus, which has 125 students. At least they’re both music teachers. But, she says, What about the schools that have only one music teacher? Well, maybe the gym teacher can do the assessment? Even if there were two music teachers and, they assessed the others’ students and, each student takes 10 minutes to assess well, it will take 5 days for all the band students who must be pulled out of their academic classes to be assessed and 6 days for all the chorus students to be assessed. For an entire week, music students will sit in music classes with substitutes watching videos while their teacher assesses another teacher’s students. In June, the entire process will need to be repeated again, and between the two teachers, music students will lose a total of 22 days of instruction and the

school will pay thousands of dollars in substitute teacher costs. Not only must this process occur in music: it must happen in gym, art, home economics and shop. I submit to you that this is a picture of education policy gone mad. You might say to use the popular phrase of the day: this is ‘metrics gone wild’.

Now, you’ve heard repeatedly from our state and national leaders that American education is failing and declining. I just finished writing a book on the subject which will be out next fall but, the essence of it is this: the people who say this are just, plain, wrong! I’ll let you in on a deeply held secret: the test scores of American students on the National Assessment of Education Progress (NAEP) are at their highest point in our history. The NAEP has been measuring students in various subjects at least in reading and math (as well as in other subjects) since the early 1970s. There are 2 different NAEPS: one is the long-term trend which goes back to the early 70s; and, then there is the ‘main NAEP’ that goes back to 1992. On both of these tests the test scores of all students are at their highest point in history. They’ve gone up, and up and up. They are at their highest point for white students, African-American students, Asian students and Spanish students. This is all federal data but, no one has shared the secret with you. No one has shared it with U.S. Education Secretary Arne Duncan.

Here’s what we know about why people go into teaching: they don’t go into teaching to become rich, certainly. If that were your goal, you would have chosen a different line of work. People become teachers (and, everyone says the same thing): I became a teacher because I want to make a difference in the lives of children. When politicians and business people look at schools they think that the way to get better teachers or to get higher productivity, is to offer more money for higher test scores or what we know as, ‘merit pay.’ Merit pay has a history. It’s been tried

again and again for about a century. It has never worked. Never. It's been tried and abandoned, tried again and abandoned. It's what I call 'the idea that never works and never dies.' I guess that it would be called, 'a zombie idea.' The problem is that the public and the policy makers believe in test scores. They don't understand that test scores are primarily a reflection of family income and socio-economic status. They don't know that in every nation in the world test scores are heavily influenced by affluence and poverty. Poor kids can succeed. Rich kids can do poorly. But, the odds favor those who are economically and socially, advantaged. It's in the nature of standardized testing that they're normed on a bell curve. This will come as news to policy makers but, the bell curve has a bottom half and, a top half. There is always a bottom half; there is always a top half. The bottom half is always populated heavily by kids with the least advantages and, the top half is dominated by children with the most advantages. You don't close the bell curve by testing more and more often: it still remains a bell curve.

Now, the nation that impresses me the most is Finland. I visited Finland a year ago. American policy makers like to point to Finland because it has very high test scores on the international tests but, what they don't like to admit is that the students in Finland never take a standardized test. They take tests that their teachers make and the arts have a very big role in Finnish education. Children sing and dance, they play and create plays, they make recordings, they form bands, they perform, they do this in school almost every day. They engage in all kinds of expression. They excel in academics despite the absence of any standardized tests. Our policy makers think that kids get smarter the more you test them. Teachers in Finland are very well prepared; they are very highly respected; you cannot become a teacher unless you've completed 5 years of college in teacher education.

It's a 5-year program. There is no program called, 'Teach for Finland.' The other crucial element is that child poverty is very low. In this country, child poverty is about 23%. Twenty-three percent of all our children live in poverty. In Finland, it's less than 4%. That makes a huge difference.

So, if you think back on the agenda I have described for you; this program that we are all living through these days: testing-testing-testing. What is the point? Why so much testing? Why set impossible goals? I've come to believe (and, it's taken me a while to come to this conclusion); that the testing is setting students up to fail. It sets the table for privatization.

The back-lash is beginning. The parents don't like what they're seeing. They don't like the labels that are being attached to their children. People are beginning to get it! This is what my next book is about. Parents don't like that their kids are being tested all the time. They don't like the labels being attached to their children. In Texas where so much of this started (where No Child Left Behind started), the state commissioner of education said at a conference earlier this year that 'testing has become a vampire that is consuming education.' He said that 'it's becoming the be all and end all and that we now have the educational industrial complex. That could be because a year before, the legislature cut \$5.5 billion out of public education while somehow managing to find \$500 million to give to Pearson for testing in Texas. When I was in Texas a couple of months ago I said to the Texas State School Boards Association, I don't understand why you guys paid Pearson \$500 million and the arts only paid them \$32 million. Are we getting leftovers or a better deal? I don't get it. But, the backlash there is profound. The state commissioner set it off. Soon after he made his comments, he was fired by Governor Rick Perry and replaced by a commissioner from the Texas Railroad Commission to be the state education commissioner. He's

been regulating the power industry and energy so he knows nothing about education which makes him perfect to be the State Education Commissioner. But, as a result of the state commissioner's speaking out against testing in Texas, more than 80% of the local school boards in the state of Texas have passed a resolution against high stakes testing. They are sick of having their kids spend so much time being tested again, and again, and again! The testing is just out of control.

You know that in this state [New York], the principals in Long Island started a petition against the educator evaluation system which is as whacky as it is in just about every other state. They got about a third of the principals in New York State to sign it. So, we're seeing a backlash in states across the country. More and more parent groups are being formed. When the parents become more organized, a lot of this insanity is going to stop. They're our secret weapon.

There's an awful lot of money pushing the agenda. It's not just the billions of dollars in federal funding. It's billions of dollars coming from foundations, coming from Wall Street, and millions of dollars invested in political campaigns. The outpouring of money in 2012 campaigns in state and local school board races was unbelievable. There were races where millions of dollars came out of these races where four people had been able to run just by raising money from their friends. But, not all the news was bad.

In the state of Indiana, for example: the number one hero of the privatization movement is the state superintendent of Indiana named, Tony Bennett, not the singer! He was named the 'education idol' of one of the conservative think tanks. They had a competition of all the state superintendents and he was considered, the 'reformiest' because he had promoted vouchers and charters. He was the scourge of teachers and anti-this and anti-that. He was running

against a political unknown: a veteran educator named Glenda Ritz. He raised, I think it was about \$1.5 million and she raised \$300,000. So, he had her on a pretty heavy advantage, about 5:1. She [Glenda Ritz] beat him by about 100,000 votes. She ran ahead of the governor. She got more votes than the entire republican ticket (she was running as a democrat). That sent shockwaves throughout the whole conservative education establishment that their hero got beaten by the educator. Then, in the state of Idaho where the state superintendent had managed to persuade the legislature to pass three very hostile pieces of legislation about merit pay tied to test scores, about crippling the teacher unions and about replacing teachers with computers. All this was brought to the voters and, these voters in Idaho which is probably the reddest of all the red states, repealed all three of them. They like their public schools, I guess? They weren't ready to privatize them.

My favorite race in the country was in Santa Clara County in California which is inundated with charter schools. One of the school board members there voted against the expansion of the Rocket Ship Charter which is a booming new charter company (in an area) which relies heavily on computer construction. Rocket Ship wanted 20 more charters in Santa Clara County. This school board member voted against it. Well, they got it passed by 7-2. She was one of two who voted against it. But, the charter lobby in California is very powerful so, they targeted her for defeat. They raised \$250,000 to defeat her. It came from charter companies including people who were on the board of Rocket Ship and the California Charter Schools Association, the founder of NetFlix, and the founder of The Gap, and a lot of wealthy people in California. So, they raised \$250,000 to beat her. She spent \$10,000 and, she won easily. So, with all their money, I'm guessing that if they had a convention they'd have

500 people in a room. But, while there's a lot of millionaires and billionaires, there are millions of us who don't agree with them. I think that we can beat them.

What we have to do, I believe, is to fight for the principle of public education with doors open to all. We have to oppose privatization. We have to oppose the misuse of testing. We have to stand strong for a balanced curriculum that always includes the arts. We have to stand strong for schools that have experienced teachers at their core. We have to believe and support early childhood education so the children have a better chance when they start school. We have to insist on well-resourced schools that have librarians and a nurse, social worker and a guidance counselor and, we have to maintain the after school programs that mean so much to children.

So, I would urge you to please remember that in this test-obsessed atmosphere that we live in, I would urge you not to claim (as some people do) that participation in the arts raises test scores. You know, they say that when pregnant women listen to Mozart their children are smarter. I don't know if that's true or not, but I don't know if participation in the arts raises test scores. Maybe it does, maybe it doesn't. But, that's not the point. The arts are valuable for far more important reasons than test scores. The arts and particularly music, enriches our soul. They [the arts] awaken our imagination, they give it free reign; they empower the individual to dream big dreams; they don't need any more justification than that.

We need a different vision of education in this country. What we're doing now at the state and national level is deeply anti-intellectual, deeply anti-aesthetic; and, anti-humane. These strategies, in which our nation is now committed, have nothing to do with the development of children. They are only about economic utility and competition (which does not enrich the soul or free the imagination). This

is not the path to a great education; this is the way to crush creativity, passion and divergent thinking. What we're doing now minimizes the values that made us a great nation, which are: ingenuity, idealism, wit and originality. Those are values nurtured by the arts. We must persist through these terrible times. We must be true to what we believe. We must believe with unyielding optimism, with idealism and with unflinching passion in the talents of our children and the nobility of teaching as a profession. We must believe in the power of music. We must believe that music is love. We must build schools where children can sing, where they can play instruments, where they can sing together and play together. We must build schools that celebrate music, celebrate the arts and give children a reason to want to come to school. A joyful school is a successful school: that's the lesson from Finland. You know it in your hearts and, that's the measure that matters most.

Thank you."

Reprint by permission of Diane Ravitch. Views are her own, and don't necessarily reflect those of ArkMEA.

Transcript by NYSSMA School Music News Editor Thomas Gellert

**By-Laws of the
Arkansas Music Educators Association
(Revised: February 15, 2013)**

Article I - Government

Section 1. Duties of Officers.

The following officers make up the Executive Council.

- A. President.** The President shall preside at all meetings of the Association, the Board of Directors, and the Executive Council; have authority to call special meetings; appoint non-elected members; and be an ex-officio member of all committees, except the nominating committee. The President shall appoint any active member to fill any vacancy that may occur among the elected officers until the next regular election as specified in Article VI, Section 2, of the Constitution. The President shall call for any needed mail ballot. The President shall authorize the disbursement of all funds of the Association. The president shall coordinate and host the ArkMEA sessions presented at the Arkansas All-State Convention each spring.
- B. President-Elect.** In the absence of the President, the President-Elect shall assume all parliamentary duties. The President-Elect shall serve as chair of the Fall Professional Development Conference Planning Committee and shall assume other specific responsibilities delegated by the President or the Board of Directors.
- C. Secretary.** The Secretary shall record the minutes of all meetings of the Executive Council, the Board of Directors, and the general membership. A copy of the minutes of the general meeting shall be published on the ArkMEA website. A copy of the minutes of the Executive Council and Board of Directors meetings shall be sent to Board members within thirty (30) days following each meeting. The Secretary shall keep all correspondence and other records of the association. The Secretary shall assist the Treasurer with registration at the Fall Professional Development Conference. At the expiration of the Secretary's term of office, all documents shall be turned over to the incoming President.
- D. Treasurer.** The Treasurer shall be the custodian of all Association funds and shall keep a record of all income and expenditures. The Treasurer will chair the Awards and Scholarship Committee. The Treasurer shall be responsible for the payment of bills and financial obligations of the Association, and shall

be in charge of registration for the Fall Professional Development Conference. The Treasurer shall prepare annual tax forms as required to maintain the organization's status as a not for profit organization. At the expiration of the term of office, the funds, books, canceled checks, receipts, documents, and records in their complete form, together with all correspondence, shall be turned over to the incoming President, after an audit by a certified accountant or by the Board of Directors.

- E. Past-President/Parliamentarian.** The Past-President/Parliamentarian shall be present at all meetings of the Association to interpret procedures according to the Constitution and *Robert's Rules of Order*. The Past-President/Parliamentarian shall serve as chair of the Constitution Committee and as an advisor to the President.

Section 2. Duties of the Executive Council.

The Executive Council shall:

- A.** Develop an annual budget for the Association for approval by the Board of Directors at the Summer Board meeting.
- B.** Authorize the payment of bills and other budgeted expenses.

Section 3. Duties of the Board of Directors.

The Board of Directors shall:

- A.** Administer and be responsible for the business management, educational affairs, and general operation of the Association.
- B.** Have the responsibility for the Association's general policies and program of activities.
- C.** Act upon the finalization of the date and place of the ArkMEA Fall Professional Development Conference.
- D.** Approve appointments made by the Executive Council.
- E.** Authorize a complete auditing of all accounts of the Association.
- F.** Assist in all general items of business of the Association and shall aid specifically in matters pertaining to his/her respective division.
- G.** Approve selections of any employees of the Association.
- H.** Authorize the bonding of the Treasurer at the expense of the Association in the amount of the probable limits of the Treasury if deemed necessary.

Section 4. Duties of the *Segue* Editor. The Editor shall be appointed by the President. The Editor shall:

- A.** Gather, edit, and print news, articles, and official regulations pertaining to ArkMEA.

- B.** Cooperate with the State Department of Education and the Arkansas Activities Association in keeping members abreast of official regulations and news.
- C.** Direct (1) the soliciting of advertising, (2) the controlling of circulation and distribution and (3) the regulating of finances for the publication.
- D.** Collect all money due from advertisers and transmit the income to the Treasurer.
- E.** Submit to the Treasurer all invoices and vouchers relating to publication expenses for payment by the Association.
- F.** Send a copy of the state publication to the advertisers and all state Presidents of NA/ME.
- G.** Send all submitted articles for publication in the *Segue* to the *Segue* Editorial Committee for blind review. In the event that the committee cannot agree on a decision to accept or reject a submission, the editor shall decide.

Section 5. Duties of the State Executive.

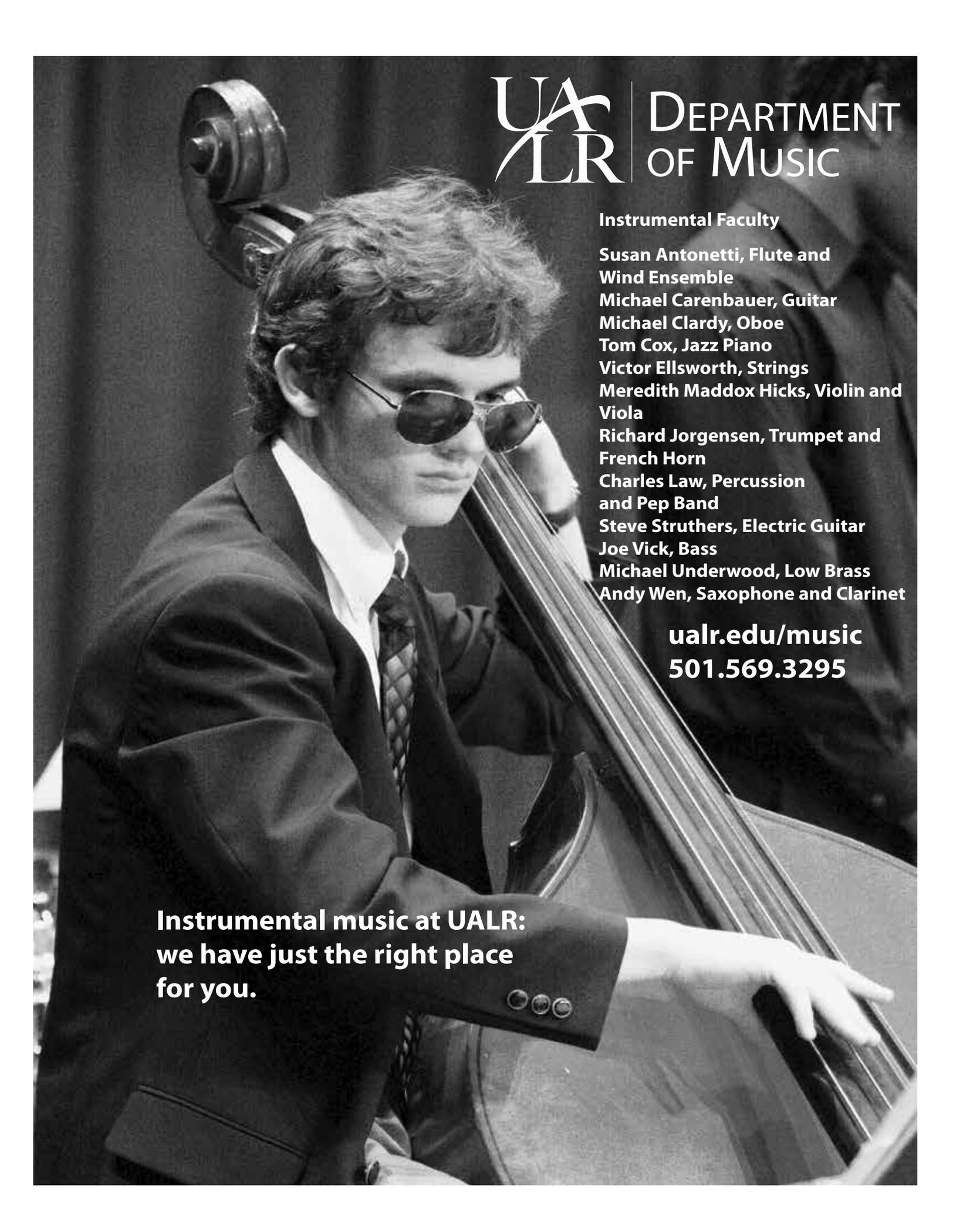
The President shall appoint the State Executive with approval by the Board of Directors. The State Executive's term of office shall be for a minimum of four years. The purpose of the position of State Executive is to bring continuity and stability to the leadership of ArkMEA. The State Executive shall:

- A.** Advise the Executive Council and the Board of Directors concerning procedures and customary practices of the organization;
- B.** Assist the Treasurer with the organization of finances;
- C.** Maintain the association web page and email accounts;
- D.** Maintain the bulk mailing privileges with the United States Postal Service;
- E.** Assist the ArkMEA Editor with the preparation of *Segue* magazine by:
 - 1. Procuring advertising;
 - 2. Invoicing advertisers;
 - 3. Assisting with the preparation of the magazine for bulk mailing;
 - 4. Delivering *Segue* magazine to the postal facility for bulk mailing
- F.** Assist with the registration process during the Fall Professional Development Conference;
- G.** Coordinate advocacy efforts of the association.
- H.** Chair the Membership Committee.

Section 6. Duties of the Division Chairs.

Division Chairs are appointed by the President and shall be on the Fall Professional Development Conference Planning Committee. Each Division Chair shall:

- A.** Write a division-related article for each issue of *Segue* magazine;



UALR | DEPARTMENT
OF MUSIC

Instrumental Faculty

**Susan Antonetti, Flute and
Wind Ensemble**

Michael Carenbauer, Guitar

Michael Clardy, Oboe

Tom Cox, Jazz Piano

Victor Ellsworth, Strings

**Meredith Maddox Hicks, Violin and
Viola**

**Richard Jorgensen, Trumpet and
French Horn**

**Charles Law, Percussion
and Pep Band**

Steve Struthers, Electric Guitar

Joe Vick, Bass

Michael Underwood, Low Brass

Andy Wen, Saxophone and Clarinet

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- B. Obtain, within guidelines established by the Board of Directors, a division-specific clinician for the Fall Professional Development Conference;
- C. Provide for the needs of the clinician (transportation, housing, materials, equipment, honorarium, etc.);
- D. Introduce the clinician at the beginning of each clinic;
- E. Remain with the clinician in order to help the clinician as needed;
- F. Stay within the financial limitations as established by the Board of Directors;
- G. Submit the required form to the Fall Professional Development Conference Committee Chair;
- H. Submit the required expense form to the Treasurer for the payment of honoraria and other expenses;

Division Chairs shall be:

1. Band
2. Choir
3. Orchestra
4. Elementary
5. General Music
6. NAfME Collegiate
7. Tri-M
8. Technology
9. Special Projects

Section 7. Definition and Duties of Standing Committees.

Standing committees may be appointed by the President with the approval of the Board of Directors and shall serve during the term of the administration in which they are appointed. The standing committees shall be the State Fall Conference Planning Committee, the Constitution Committee, the Membership Committee, the Awards and Scholarship Committee, and the Nominating Committee.

- A. The **ArkMEA Fall Conference Planning Committee** shall be chaired by the President-Elect and composed of the Board of Directors, Exhibits Coordinator, Research Poster Session Coordinator, Public Relations Coordinator, and Festival Choir and Orchestra Coordinators. The committee shall: (1) obtain and act upon recommendations from each division as to performing groups and clinicians; (2) schedule the various business meetings and be responsible for physical arrangements for these events; and (3) obtain and forward to the *Segue* Editor all biographical information concerning clinicians and a completed conference schedule.
- B. The **Constitution Committee** shall be composed of a minimum of three (3) active members appointed by the President, plus the Parliamentarian, who

shall be the chairperson. The committee shall recommend to the President any needed revisions or amendments. These proposed changes shall be presented to the Board for approval before presentation to the membership.

- C. The **Nominating Committee** shall be composed of three (3) active members, plus a chairperson, all appointed by the President. The committee shall: (1) receive names for elected offices from the membership and committee members; (2) nominate candidates for vacant offices from the names available and place those names on the ballot for the election; and (3) administer all elections.
- D. The **Membership Committee** shall be composed of the Region Representatives and the State Executive, who shall be the chairperson. The president shall appoint one representative from each of the following regions: Northeast, North-west, Southeast, Southwest, East Central, and West Central. The committee shall coordinate all issues related to membership (i.e., increasing and retaining membership, maintaining current member contact information, etc.).
- E. The **Awards and Scholarship Committee** shall be composed of a minimum of three (3) active members appointed by the president, plus the Treasurer, who shall be the chairperson. The committee shall obtain and review applications for all ArkMEA awards and scholarships (i.e., ArkMEA Hall of Fame, Service Awards, ArkMEA Scholarships, etc.).
- F. The **Segue Editorial Committee** shall be composed of four (4) active or retired members appointed by the president, plus the *Segue* Editor, who shall be the chairperson. Members of the committee should represent both college and K-12 practitioners and have experience with writing and/or editing manuscripts. The committee shall review all articles submitted for publication in the *Segue*.
- G. **All other committees** shall be appointed by the President of the Association with the approval of the Board as the need arises.

Article II - Dues and Fees

Section 1. Dues for **active membership** shall be \$19.00 per year. This is in addition to the current NAfME membership dues. Membership includes a subscription to the *Music Educators Journal*, *Teaching Music* and *Segue*, the state ArkMEA publication.

Section 2. Dues for **associate membership** shall be \$25.00 for the first member of a firm and \$10.00 for each member in the same firm thereafter. This will include only one subscription to the State ArkMEA publication.

Section 3. Dues for **student membership** shall be \$1.00 per year. This is in addition to the current NAfME Collegiate membership dues.

Section 4. The Board of Directors shall have the authority to decide on the amount of the **registration fees** charged at the ArkMEA Fall Professional Development Conference.

Article III - Limitation of Responsibility of Officers

Section 1. The authority and responsibility for the management and for the maintenance for the good will and credit of ArkMEA is vested in the Board of Directors, but it is expressly understood that neither the Board nor any member thereof nor any staff member nor any member of ArkMEA shall be required to accept personal financial responsibility for duly authorized bills or obligations or for suits or litigations which may develop from authorized activities of the organization carried on in good faith and in pursuit of the objectives, purposes, and activities prescribed or authorized by the Constitution and By-Laws of ArkMEA.

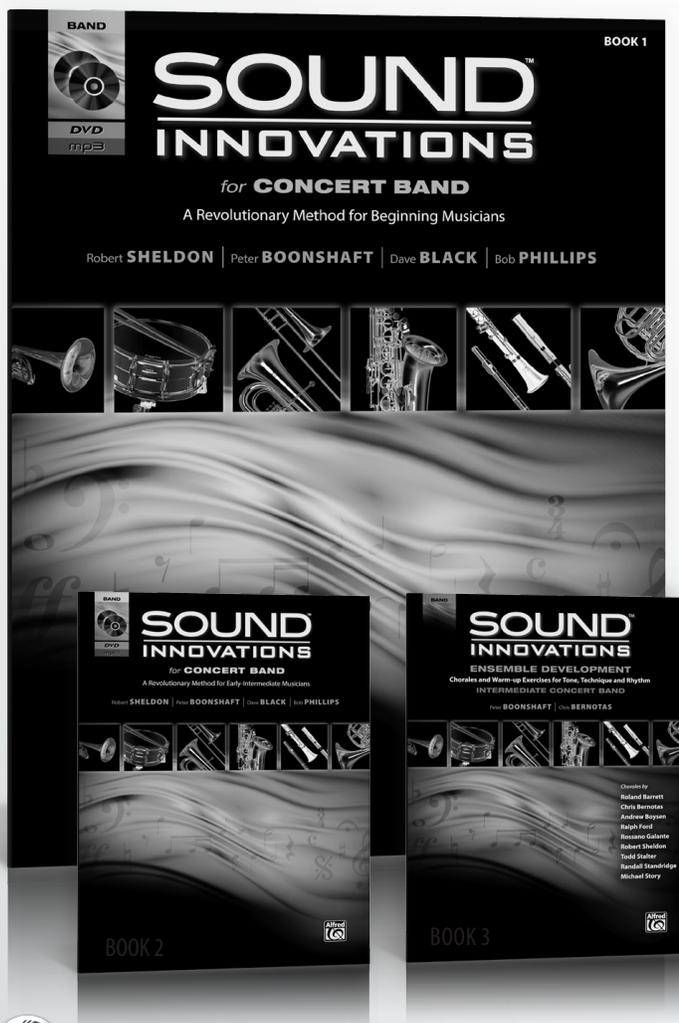
Article IV - Rules and Procedures

Section 1. The parliamentary principles set forth in *Robert's Rules of Order, Revised Edition*, shall govern in all cases not covered by the Constitution or By-Laws.

Article V - Amendments

Section 1. The By-Laws may be altered or amended in the same manner as that provided in Article XI, Sections 1 and 2 of the Constitution.

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**Constitution of the
Arkansas Music Educators Association
(Revised: February 15, 2013)**

Article I - Name

Section 1. The name of this non-profit, educational organization shall be the Arkansas Music Educators Association (ArkMEA).

Article II - Purpose

Section 1. The purpose of ArkMEA shall be the advancement of all music education in Arkansas. Specifically, it will act as the coordinating agency for the following areas in music education: Choral, Band, Orchestra, General, Higher Education, Elementary, Future Music Educators, Music Technology and other focus groups that may be formed.

Section 2. This organization is the official state music educators' affiliate of National Association for Music Education (NAfME). The ArkMEA will promote NAfME activities and projects, serve music teachers and students, and seek to enhance the support and quality of music education in Arkansas.

Section 3. This organization shall maintain a cooperative relationship with the Arkansas State Department of Education, the Arkansas Activities Association, the Arkansas Education Association, and all other organizations, which seek to promote and improve music education in the State of Arkansas.

Article III - Memberships

Section 1. Active membership shall be open to all music educators in the State of Arkansas upon payment of NAfME-ArkMEA dues in the prescribed amount. Active members shall receive all correspondence and publications and shall have the privilege of voting and attending all meetings, and shall be eligible to hold office.

Section 2. Associate membership shall be open to any person or commercial business interested in furthering the cause of music education in Arkansas upon payment of prescribed dues. Associate members shall receive all correspondence and publications but shall not vote nor hold office.

Section 3. Student membership shall be open to students enrolled in institutions of higher education. Student members, upon payment of the prescribed annual dues, shall receive all privileges of active compliance except the rights to vote and to hold an elected office; and, upon the compliance with registration requirements, shall be admitted to state, division, and national meetings.

Section 4. Life membership in ArkMEA shall be concurrent with life membership in NAfME.

Section 5. Honorary membership, upon recommendation of the Board of Directors, may be conferred by majority vote of the membership present at any convened meeting, in recognition of distinctive service in the field of music education.

Section 6. Membership is open to all retired music educators in the State of Arkansas upon payment of NAfME-ArkMEA dues in the prescribed amount. Retired members shall retain all privileges as active members.

Article IV - Government

Section 1. The elected officers shall be: President, President-Elect, Secretary, Treasurer, and Parliamentarian (Past President). These officers shall constitute the Executive Council.

Section 2. The term of all elected officers will be two years. The Immediate Past President becomes the Parliamentarian.

A. No officer, after completing a full term of office, may immediately succeed him/herself except the Secretary and the Treasurer.

B. Any officer, while holding office, may be elected to another office that may be open at that time. The successor to the relinquished office shall be elected for the balance of the original term.

C. Only the offices of President and Parliamentarian shall be filled in order of succession.

Section 3. Division Chairs for the following focus areas shall be appointed by the President: *Segue* Editor, Band, Choral, Orchestra, General Music, Elementary, NAfME Collegiate, Tri-M, Technology, and Special Projects. The ASTA President shall serve as the Orchestra division chair for ArkMEA. The division chairs' terms of office shall concur with that of the elected officers.

Section 4. The Board of Directors shall consist of the Executive Council Division Chairs as outlined in Article IV, Section 3. Other music education organizations may provide a representative to the ArkMEA Board with voting privileges contingent upon membership in NAfME-ArkMEA. Ex-officio members shall consist of the ADE State Supervisor of Music and a representative from an Arkansas NAfME-Collegiate chapter.

Section 5. Standing and special committees may be appointed by the President with the approval of the Board of Directors.

Article V - Elections

Section 1. The membership shall be notified of upcoming elections at the annual business meeting during the non-elected year of the

office(s) to be filled, and encouraged to contact members of the Nominating Committee with names of desirable candidates.

Section 2. The Nominating Committee shall prepare a ballot and submit to the general membership the names of candidates for office.

A. The ballot shall be sent no later than August 15, four (4) weeks prior to the election.

B. The ballot shall include the names of the nominees, provisions for write-in candidates, and should be returned no later than Sept 15.

C. A candidate who receives a majority of votes on the returned ballots is elected.

Section 3. The election for all the elected officers shall be held during even-numbered years.

Section 4. Run-off elections shall be held at the ArkMEA Fall Professional Development Conference.

Section 5. Newly elected officers shall assume duties January 1.

Article VI - Vacancies

Section 1. A vacancy in the office of President shall be filled by the President-Elect.

Section 2. Vacancies occurring in any offices except the office of President may be temporarily filled upon recommendation of the president and approval of the Executive Council until the next election.

Section 3. In case of emergency, the President may, with the approval of the Executive Council, call for a special ballot.

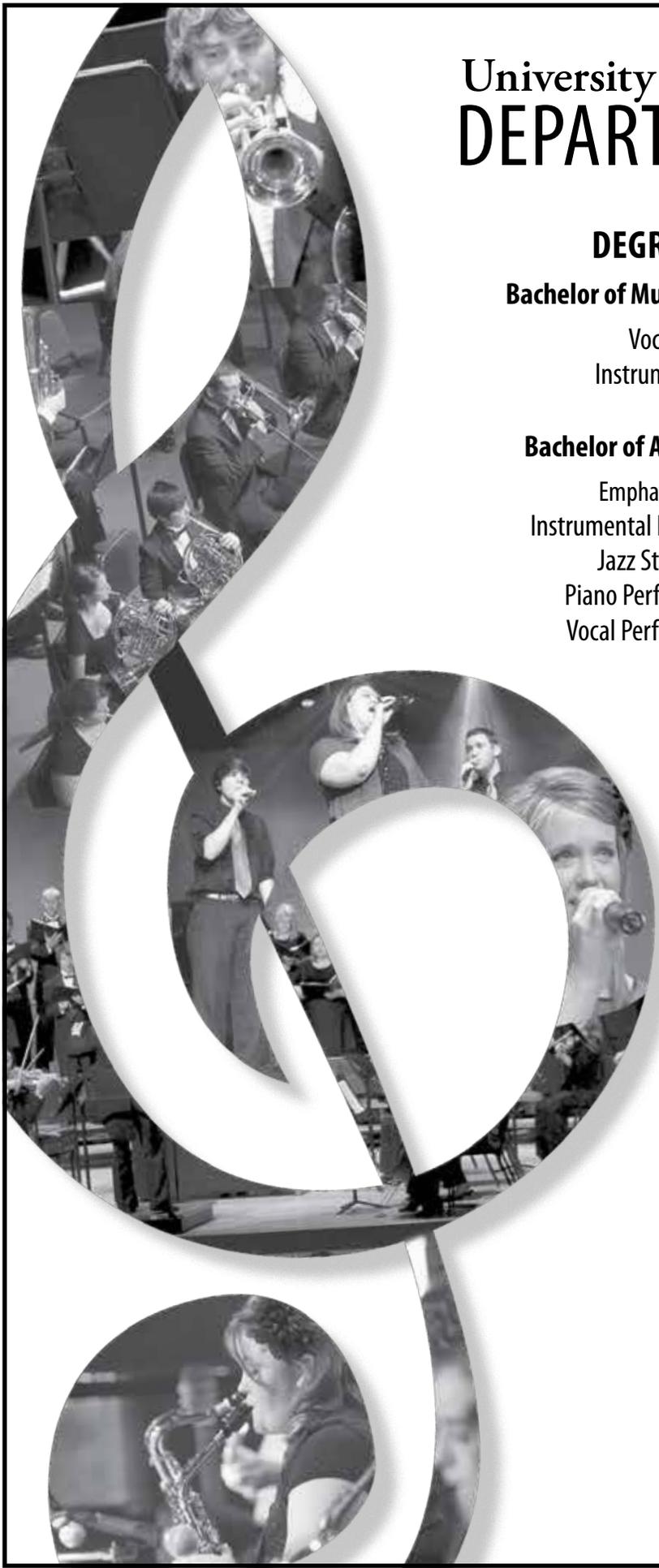
Article VII - Meetings

Section 1. Annual Business Meetings. There shall be a business meeting held in conjunction with the annual ArkMEA Fall Professional Development Conference.

Section 2. Special Meetings. These meetings may be called by the President with the approval of a majority of the Executive Council, or at the written request of not less than fifteen (15) active members of the association. All members shall receive notification not less than fifteen (15) days prior to the date of the meetings.

Section 3. Board of Directors Meetings. There shall be no fewer than two (2) Board of Directors meetings per year. Also, the board may meet at the call of the President or the written request of at least 1/3 of the members of the Board of Directors.

Section 4. Executive Council Meetings. The Executive Council shall meet at the call of the President as necessary.



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Article VIII - Policies and Disposition of Assets in Case of Disbandment

Section 1. Basic policies of the Association are:

A. The Association shall be non-commercial, non-sectarian, and non-partisan.

B. The name of the Association shall not, directly or indirectly, be used in any political campaign on behalf of, or in opposition to, any candidate for public office.

C. The Association may cooperate with other organizations, but persons representing the Association in such matters shall make no commitment that binds the Association.

Section 2. The purposes for which the ArkMEA is organized are exclusively educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.

Section 3. Notwithstanding any other provision of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding

provision of any future United States Internal Revenue law.

Section 4. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes. It is directed that assets be used for the furtherance of music education in the State of Arkansas as far as this section allows.

Article IX - Quorums

Section 1. Quorums for the transaction of business shall be as follows:

A. Board of Directors Meeting - a majority of voting members.

B. Executive Council Meeting - a majority of members.

Article X - Rules and Procedures

Section 1. The parliamentary principles set forth in *Robert's Rules of Order, Revised Edition*, shall govern in all cases not covered by the constitution or by-laws.

Article XI - Amendments

Section 1. This constitution may be amended by a two-thirds vote of the members present at a business session of the Association, provided that the active membership has been notified of said amendments at least fifteen (15) days prior to the date of the meeting.

Section 2. This constitution may be amended temporarily by referendum vote in the following manner: the secretary upon direction of the Board of Directors shall submit the amendment to all active members of the Association; if approved by a vote of not less than two-thirds majority of the returned ballots received within twenty (20) days after the date of the delivery of the amendment, the amendment shall automatically be in effect until the time of the next regular meeting of the membership. Such referendum votes must be confirmed by a majority vote of the active members present at a regular business meeting.

ArkMEA General Meeting Minutes; February 15, 2013 Hot Springs

1. Welcome by President Paige Rose.
2. Treasurer's Report by Mike White for Jaree Hall. We currently have \$7581.96 in the checking account with about \$2000 in outstanding invoices and \$500 in outstanding POs from the Fall Professional Development Conference.
3. We are still looking for volunteers for Exhibits Chair, Festival Choir Chair, and College Representative. If interested, please contact Paige Rose.
4. Revision of Constitution: Paige Rose went over the major changes in the constitution. A motion was made to accept the changes and seconded. The vote passed to accept the changes.
5. Revision of By-laws: Paige went over the major changes in the by-laws. A motion was made to accept the changes and seconded. The vote passed to accept the changes.
6. Membership Initiative presented by Mike White: National NAFME is providing us with extra resources to contact people around the state to promote membership. Pamphlets will be mailed and a personalized website is being setup.
7. MIOSM: Bart Dooley is chair. All slots for the capitol concerts have been filled.
8. Conference overview by Paige Rose: Conference feedback was good. Our next conference is November 7-8, 2013 at Hot Springs Convention Center. These are not AEA days. The 2012 conference attendance was up from the previous year when the conference was on the same days as AEA.
9. Please put in proposals for performance groups and sessions for the 2013 conference. Forms will be available online at www.armkea.org.
10. Meeting adjourned. *Submitted by Delynne West, Secretary*



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Carolyn Brown, flute
Jann Bryant, community music
Christian Carichner, tuba
Jane Dahlenburg, history
Paul Dickinson, theory
Stefanie Dickinson, theory
Christine Donahue, voice
Brantley Douglas III, band
Lorraine Duso, oboe, bassoon
Smokey Emerson, guitar
John Erwin, choir
Stephen Feldman, cello
Ryan Fisher, music education
Christine Franklin, class piano

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New Division Chairs



Haley Greer
General Music

Considering that this issue of Segue comes at the end of the school year, you may not be reading it until June when the dust has settled! Now that you have the time, and clarity of thought, please consider a few things. No matter where, be it on the beach, hiking a mountain trail, at the lake, or a lawn chair in our own backyard, we all reflect, refuel, and regroup during the summer break. What was accomplished, and to what degree are we satisfied? What didn't work and needs to be revised? Which students made great strides in understanding and performance skills, and will they retain and resume in August? As educators, our thoughts are never far from the classroom and

what we can do to better our students musically. Our focus, how well-prepared we are, and our intentions shape the progress of students.

Summer break is a great time to revamp and refresh. If you have to dismantle your classroom, the revamp may happen first. Instrument repairs, storage clean-out, new room arrangements, uniform cleaning, and flipping through textbooks only to discover long-forgotten songs to be reborn. Deep reflection comes in the form of perusing lesson plans, recalling student comments and breakthroughs, and thinking about the year to come.

Professional development in our content area is a summer luxury. I look forward to those days because of the opportunity to glean new ideas, gain inspiration, and to speak a language few people at my school understand. In the face of teacher evaluations, I'm eager to see which direction our state takes regarding the fine arts, and to be on the front

of a new movement. What we can clearly see coming in the future should influence how we invest in ourselves now. As the cycle of professional growth planning begins again next fall, a proactive choice might be to go ahead and try our hands at student portfolios and lesson videos. Upcoming professional development opportunities for Summer 2013:

Ark CDA Summer Conference at
Arkansas Tech University-July 1-2

Dance Theater Summer Workshop at
Henderson State University-July 14-16

Dance Theater Fall Conference at the
Fort Smith Holiday Inn-Sept 5-7

I look forward to serving as General
Chair for the Arkansas Music
Educators' Association, learning and
evolving along the way.

Haley Greer, Monticello

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Konnie Saliba

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Amber Moss
Elementary Music Division

Greetings fellow musicians!

I would like to take this opportunity to introduce myself. I am the elementary music specialist for the Prairie Grove School District. I am passionate about what I do, and I know you are too if you're involved in educating our young musicians.

It is in our classroom, my friends, in which we instill the desire and drive in our students to develop and achieve musical greatness later in life. My desire as your new Elementary Music Chair is to help you spread your passion of music to your students. To create life-long learners, we must be examples of that practice. There are so many opportunities to grow in your musicianship to challenge your students.

I hope you can attend some great professional development in our State, or somewhere close by.

Here are my top picks for Summer 2013:

The Orff Level 1 training at the U of A, is offered June 17-28. (I plan on attending!!!)

The University of Memphis is offering Orff Level 1, 2 and Master class beginning June 17th.

World Music Drumming is offering classes in Stillwater, OK and Saint Louis, MO.

Also, make sure to look at your region's coop website at the catalog of classes. Enjoy your summer & plan to continue to grow in your craft! I look forward to serving you.

Amber Moss, Prairie Grove



Vicki Lind
Special Projects

I am new to the ArkMEA board and am fairly new to Little Rock. I started my career teaching general music in a K-8 school in Wichita, Kansas, eventually going to S. California where I taught at both the junior high and senior high level. I have always been interested in music teacher education and, in 1997, I completed a Ph.D. in Music Education with a minor in teaching and teacher education from Univ. of Arizona. I served on the faculty at the Univ. of Colorado and the Univ. of California Los Angeles before accepting the position as coordinator of music education at the University of Arkansas at Little Rock.

Although my work has mainly focused on choral music education, I am increasingly interested in exploring novel approaches to music instruction. I have explored music learning in and outside the U.S. and I have witnessed unique approaches. Many schools in the U.S. now offer music courses outside the traditional band, choir, and orchestra models: garage bands, fiddle groups, guitar ensembles, sound editing, and songwriting courses. ArkMEA is committed to supporting music teachers' efforts to provide quality music education in traditional and non-traditional ways and has created a new position on the board to help support special projects and initiatives.

You will be hearing more about this commitment as we begin to showcase special projects taking place across our state; I would love to hear what is going on in your school. Please let me know about any special projects or innovative approaches you are involved in and let me know how ArkMEA can support your efforts. If you have an interest in innovative approaches to music instruction and would like to be involved in planning and supporting special initiatives, please contact me at: vrlind@ualr.edu

Vicki Lind, University of Arkansas, Little Rock

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*Sherri Stoddard Thompson
Jefferson Elementary, Shawnee, OK*



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*Penelope Campbell – Willbern Elementary
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*Lisa Hussung – Rich Pond Elementary
Bowling Green, KY*

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